

Roydon Pre-School C.I.C



Roydon Village Hall, Harlow Road, Roydon, HARLOW, Essex CM19 5HH

Inspection date	29 November 2018
Previous inspection date	13 May 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Settling-in sessions prior to children attending, helps them to become familiar with the environment and staff. This effectively promotes their emotional well-being.
- Staff offer children a good range of toys and resources that they enjoy. They access these independently, giving them plenty of choice to promote their interests.
- The manager supports staff well in their roles. She provides them with supervision meetings to help staff reflect on their practice and to identify professional development opportunities. Staff attend training that helps them to promote positive behaviour.
- Self-evaluation is effective. The manager gathers the views of staff and parents to identify changes that benefit children. Recent changes provide children with more opportunities to develop their imagination outdoors.
- Staff also provide children with a good range of opportunities to develop their imagination indoors. They play alongside children when they explore toy food and real food packaging. Children make good progress in their learning.
- The manager has very good links in place with the local school. Effective strategies are in place to support children when they move on to school.
- Staff provide opportunities for children to learn about their local community. They invite people from the village to see the children. This helps them to learn how to dance around a maypole. Staff take children to a village orchard to pick apples.
- Staff do not consistently obtain detailed information from all parents about their children's prior achievements and learning when they first start.
- Occasionally, staff's assessments of children's learning are not as precise as possible to help plan and support children to make the highest levels of progress in all aspects of learning.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- gain more detailed information from all parents about their children's prior achievements when they first start to help staff plan more precisely for their learning from the start
- strengthen the use of assessments to better identify all aspects of children's learning and to help plan more precisely to help them learn at the highest levels.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the pre-school manager.
- The inspector held a meeting with the pre-school managers. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to several parents during the inspection and took account of their views.

Inspector
Hayley Ruane

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff know their responsibilities to keep children safe. They have a good understanding of wider safeguarding issues and where to report any concerns they have regarding children's safety. Staff complete risk assessments and check the suitability of toys when they set up the environment prior to children arriving. They have measures in place to stop children from leaving the building and to ensure they leave with an appropriate adult. Staff gather medical and dietary needs from parents when children first start. This helps them to provide a healthy range of foods suitable for children's individual needs.

Quality of teaching, learning and assessment is good

Staff share information with parents about children's achievements. This helps them to know their children's levels of learning. Children have a strong sense of belonging in the pre-school. When they arrive, they have an allocated space for their belongings and are provided with different coloured bracelets to wear. Staff group children with the same coloured bracelet and ask them to count the number of children in their group. Children confidently count to four. Staff ask children to count out the same number of beads on an abacus. This helps children to develop their mathematical skills. Staff provide opportunities for children to learn about the wider world. They encourage children to say hello to staff and other children in languages spoken around the world, such as Italian. Staff support children well in their learning and plan an interesting range of activities that children enjoy. They observe children as they play and identify what they need to learn next.

Personal development, behaviour and welfare are good

Children are confident, happy and settle quickly. They show a positive relationship with staff, showing that they are emotionally secure. Parents comment positively about staff and say that they know their children well. Children demonstrate good social skills. They play cooperatively with others and learn to share and take turns. Children behave well. Staff give children plenty of praise and encouragement to reward their achievements, helping to raise their self-esteem and confidence. Staff promote children's physical skills well. They invite them to stretch their bodies, to move their arms around and to wiggle their bodies. Staff encourage children to be independent. For example, they ask them to spoon icing sugar into bowls to make icing to decorate biscuits.

Outcomes for children are good

Children make good progress in their learning. They develop skills for future learning and their eventual move on to school. Children demonstrate good literacy skills. They recognise the sounds that are represented by letters of the alphabet and describe to staff how to write the letter 's'. Children develop their writing skills and begin to write the letters in their name. They demonstrate good listening and attention skills.

Setting details

Unique reference number	EY423758
Local authority	Essex
Inspection number	10070320
Type of provision	Sessional day care
Registers	Early Years Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 4
Total number of places	24
Number of children on roll	27
Name of registered person	Roydon Pre-School CIC
Registered person unique reference number	RP530468
Date of previous inspection	13 May 2015
Telephone number	07931797809

Roydon Pre-School C.I.C registered in 2010. The pre-school employs seven members of childcare staff. Of these, four hold appropriate early years qualifications at level 3, one at level 5 and one who holds qualified teacher status. The pre-school opens Monday to Friday during school term times. Sessions are from 9am to midday. The pre-school provides funded early education for three- and four-year-old children.

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